

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Grammar KS2 English Grammar – Unfamiliar Vocabulary</p> <p>https://www.bbc.co.uk/bitesize/articles/zb4g47h</p> <p>Learn and revise strategies for understanding unfamiliar words.</p> <p>This lesson includes:</p> <ul style="list-style-type: none"> one video to remind you of the key methods you can use to work out the meaning of unfamiliar words three activities <p>Learn Watch this video for tips on tackling words you don't understand.</p> <p>Practise Activity 1 Use this quick quiz to check your understanding of unfamiliar vocabulary.</p> <p>Activity 2 The sentences in this activity are taken from a short story <i>The Red Room</i> by HG Wells.</p> <p>Using the strategies you've learned, work out the meaning of the unfamiliar words.</p> <p>Make notes on your ideas for each tricky word and then use an online dictionary to check your answers.</p> <p>Activity 3 Try out some of the strategies you have learned in this lesson and build your vocabulary using this activity sheet from Teachit.</p> <p>You can print this activity sheet or write your answers on a piece of paper.</p>	<p>Reading Viper Questions - Film Comprehension Broken: Rock, paper, scissors</p> <p>https://www.literacyshed.com/a-shed-full-of-animations.html</p> <p>Use the 'Broken: Rock, paper, scissors' discussion guide to answer the questions about the film.</p>	<p>Reading KS2 English Vocabulary and Comprehension Read 'The Changing Police'</p> <p>Activity 1: Create your own poster: In One colour identify unfamiliar words within the text and write them down.</p> <p>Activity 2: In a different colour write next to the word what you think it means.</p> <p>Activity 3 Using a dictionary find the actual meaning of the word and write it in a different colour alongside or underneath the word and meaning you wrote.</p> <p>Activity 4: Answer the questions about 'The Changing Police'.</p>	<p>Reading KS2 English Vocabulary and Comprehension Read 'Into The Mine'</p> <p>Activity 1: Create your own poster: In One colour identify unfamiliar words within the text and write them down.</p> <p>Activity 2: In a different colour write next to the word what you think it means.</p> <p>Activity 3 Using a dictionary find the actual meaning of the word and write it in a different colour alongside or underneath the word and meaning you wrote.</p> <p>Activity 4: Answer the questions about 'Into The Mine'.</p>	<p>Grammar KS2 English Grammar – Suffixes https://www.bbc.co.uk/bitesize/articles/z6dc92p</p> <p>To learn how to use suffixes correctly.</p> <p>This lesson includes:</p> <ul style="list-style-type: none"> two videos to remind you what suffixes are and to understand the patterns and rules around using them three activities <p>Learn Watch the video to discover how to use suffixes in your writing.</p> <p>Practise Activity 1 Have a go at the quick quiz on the website to check your understanding.</p> <p>Activity 2</p> <ul style="list-style-type: none"> Look carefully at the words in the list on the website and pick out those that are spelt incorrectly. Use your knowledge of suffix rules to write down the correct the spellings. Then use a dictionary to check your spellings. <p>Activity 3 Take a look at the revision pages from Oxford University Press. Recap some suffix rules before completing the questions on the final page.</p>

<p>Where next? In this lesson you have learnt about strategies you can use to help you understand the meaning of unfamiliar words.</p> <p>There are other useful articles on Bitesize that can help you investigate language in texts.</p> <p>How to investigate language in fiction texts How to investigate language in non-fiction texts</p>				
<p>Maths White Rose 15.6.20</p> <p>Solve two step equations. Complete what you can of the worksheet on the website. Answers are available as well. You can write this in your work book, having it displayed on screen. You can use BBC bitesize to help you with this lesson, which is available on the iplayer on BBC bitesize website. https://www.bbc.co.uk/bitesize</p>	<p>Maths White Rose 16.6.20</p> <p>Find pairs of values Complete what you can of the worksheet on the website. Answers are available as well. You can write this in your work book, having it displayed on screen. You can use BBC bitesize to help you with this lesson, which is available on the iplayer on BBC bitesize website.</p>	<p>Maths White Rose 17.6.20</p> <p>Convert metric measures. Complete what you can of the worksheet on the website. Answers are available as well. You can write this in your work book, having it displayed on screen. You can use BBC bitesize to help you with this lesson, which is available on the iplayer on BBC bitesize website. https://www.bbc.co.uk/bitesize</p>	<p>Maths White Rose 18.6.20</p> <p>Miles and Kilometres Complete what you can of the worksheet on the website. Answers are available as well. You can write this in your work book, having it displayed on screen. You can use BBC bitesize to help you with this lesson, which is available on the iplayer on BBC bitesize website. https://www.bbc.co.uk/bitesize</p>	<p>Maths Arithmetic Year 6</p> <p>Attempt the one-page arithmetic test. (answers are provided so children can mark it themselves)</p>
<p>Writing task – Visual Literacy *You will need a selection of newspapers this week for research* (resource booklet 1b, 1c and 1d)</p> <p>Using the “The Lighthouse” Resources booklet throughout the week to support with writing tasks.</p> <p>Watch the film “The Lighthouse” https://www.youtube.com/watch?v=6HfBbSUORvo</p> <p>Lesson 1 To understand the features of a report Outcome: revise the features of a report and will write an orientation for their report with a headline</p>	<p>Writing task – Visual Literacy (resource booklet 2a, 2b)</p> <p>Lesson 2 To use dramatic techniques to explore events and to use direct speech. Outcome: write eyewitness quotes</p> <p>Remind yourself about direct speech using this video clip: https://www.youtube.com/watch?v=pGOYIbXbN0o</p> <p>Write on your paper LIGHTHOUSE KEEPER, VILLAGERS, SHIP’S CREW. Watch the clip again and come up with as much information about that person/people as you can. Try and infer and deduce information. Next write</p>	<p>Writing: task – Visual Literacy *Variety of newspapers* (resource booklet 3a)</p> <p>Lesson 3 To appropriately use formal language. Outcome: locate formal language examples and change sections of text from informal to formal</p> <p>Remind yourself about formal and informal language using this video clip: https://www.youtube.com/watch?v=hdkYI8Tg_FQ</p> <p>Can the you come up with ideas for when formal language would be important? What do we think the</p>	<p>Writing task – Visual Literacy (resource booklet 4 a, 4b and 4c)</p> <p>Lesson 4 To note and develop initial ideas. Outcome: plan your writing and construct your first paragraph</p> <p>Watch the clip again and this time jot down the key facts that would be important in responsible journalism. Reminder: <i>The detail we might use in a piece of narrative is not necessarily relevant in report writing. It is important that we stick to the facts and report accurately what happened. Witnesses might provide additional information.</i></p>	<p>Writing task – Visual Literacy (dictionaries, thesauruses. Surprises Editing Pack from previous weeks)</p> <p>Lesson 5 To write a report and edit my writing as I go. Outcome: produce an edited and improved version of my newspaper report.</p> <p>After each section you have written: Highlight all of the errors (it is ok to have errors in your first draft) you can see, how would you change them and how would you improve the piece. Is there anything done well in the example? Have you used direct speech and punctuated it accurately? Re-write</p>

<p>Look at the list of headlines in resource 1b and the list of types of headline in resource 1c. Can you match them up? Can you think of any of your own? What does an orientation contain? Look at resource 1d. REMEMBER: you need to understand that it needs to grab attention and be no longer than 2 sentences to summarise the story. Can you identify in each, which of the 5 Ws are present? What are the main points of the lighthouse story are, what do we need the reader to know? Look at resource 1e, which is best and why? Using 1d and 1e, identify any language they think would be suitable</p> <p>Task: Children to write their orientation for the lighthouse story. Encourage precision vocabulary choices and a journalistic voice. As extension, give the children 1f. How many questions relating to the picture can they come up with?</p>	<p>down some questions you would like to ask these characters about the incident.</p> <p>Remember, asking a closed question will lead to a restricted answer, whereas an open question leaves more scope for the people to elaborate. Look at the questions you formulated earlier and select six to ask/answer, two for each character. You need to talk to the lighthouse keeper, a villager and a crew member. You want to find out information which will be interesting for the reader. Look at resource 2a. You should complete this by asking your questions then answering each of the questions. Next look at resource 2b. These are examples of quotes. Look at the use of quotation marks.</p> <p>Task: Write your information from the lesson into a series of quotes which could be used in your report. Use person first then quote second. <u>E.g. A spokesperson for the palace said, 'We will be closing the castle wall while we investigate.'</u></p> <p><i>As an extension, give out appropriate newspapers and ask the children to look for quotes.</i></p>	<p>features are? There are no contractions, colloquialisms, idioms or clichés. It avoids the first person, uses the passive voice more often, it uses precise language, statistics are often used, it uses Standard English and is often made up of complex sentences. Look at resource 3a. Discuss each of the lines and complete the last 4 examples</p> <p>Task: Look at appropriate articles from newspapers and locate the formal language examples.</p> <p>Try writing the informal version of the vocabulary/sentence?</p>	<p>Record the facts of the evening in a list or as additional information into your 5Ws sheet. Look at resource 4b this is important for your report.</p> <p>Look at the example in Resource 4a. What do you learn in the first paragraph?</p> <p>We do not learn all of this information from the clip and so some of this has to be added by the writer.</p> <p>Reminder: <i>In professional journalism this would not be invented by the journalist.</i> The paragraphs should develop the 5ws, although do not restrict yourselves to writing the paragraph solely about one of the Ws each time. You may have more information to add into some paragraphs. Look at resource 4c, this is the information that I would have decided will go into paragraph two. Some of the information may be relevant to the story but gives contextual information. E.g in a report about an earthquake it might be relevant to include information about any previous earthquakes which had occurred, and their magnitude. Construct the paragraph together. Focus on verb forms, chosen for effect, particularly when moving from the reported events to contextual information.</p> <p>Task: Bullet point plan your report ensuring all 5Ws are covered. Leave a section for re-orientation. Begin to construct the first paragraph. You should have been constructed your orientation on Monday.</p>	<p>with the corrections and improvements.</p> <p>Task 1: (SURPRISES editing pack) This will be an editing workshop.</p> <p>You are going to spend the time scrutinising your own writing: proof reading, checking for mistakes, editing and making improvements to the first draft using the resources from the previous lesson.</p> <p>Look at the SURPRISES editing method. Look at how each step covers a different element and helps them to focus upon different skills. You will use the process to edit and improve your own work.</p> <p>Make any changes to your own work in a different colour pen/ pencil. The task is to remain independent, although you may ask adults for support with certain factors.</p>
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<p>Science – How plants reproduce</p> <p>https://www.bbc.co.uk/bitesize/articles/zrcpscw Follow this link to access the videos.</p> <p>Learn how plants reproduce.</p> <p>This lesson includes:</p> <ul style="list-style-type: none"> two videos showing how plants reproduce two activities to reinforce learning <p>Learn – Watch the video to revise how plants reproduce.</p> <p>Practise Activity 1 - Fill in the gaps Have a go at filling in the gaps in the activity about plant reproduction (follow the link for activity)</p> <p>Activity 2 Try the science quiz about plant reproduction.</p>	<p>PSHE– What will be the same and different at Secondary school</p> <p>Going to secondary school requires a new set of skills that might seem a bit scary at first, but after a few weeks you will have them perfected!</p> <p>What skills do you think you'll need in the first few days/weeks of secondary school? It might be practical skills like planning your journey It could be communication skills such as making new friends. Mindset skills such as resilience. Think of 3 ideas for practical skills, communication skills and mindset skills.</p> <p>Decide which skills will be the top 3 most important – why? Record your answers in your book, giving detailed reasons.</p> <p>Do you think more things will be different or the same at secondary school? Use the worksheet same and different to help you come up with some differences/similarities – If you can only think of differences, write down what will stay the same, e.g. will I still live in the same house, have the same food for lunch, like the same subjects, etc. Think of 10 things that will stay the same and 10 things that will change.</p>	<p>PE – PE with Joe Wicks</p> <p>30 minutes with a variety of exercises.</p> <p>Can be done every day.</p>	<p>ART - Form opinions on an artist's work and plan my own art work.</p> <p>What is pop art? Who was Andy Warhol? Attempt to answer these two questions.</p> <p>On the art handout this week are several pieces of art work. How would you describe them? How are they similar? How are they different? Which one is your favourite and why? Which one do you dislike and why?</p> <p>Andy Warhol used every day objects and this is what you will do. You can fold a piece of paper in half and half again. Your work should fill the smaller rectangle. (An example is provided on the art handout). Pick an object and attempt to draw it. You do not need to colour it as this will become your template to trace next week. As you have four rectangles on your A4 sheet, you can have 4 attempts at creating your piece of art, improving it each time.</p>	<p>Geography - Natural Resources</p> <p>https://www.bbc.co.uk/bitesize/articles/z6p8jhw Follow this link to access the videos.</p> <p>Learn about natural resources including agricultural and geological resources.</p> <p>This lesson includes:</p> <ul style="list-style-type: none"> one animation about natural resources one child-led short film about the life of a farming family in China two activities to build the knowledge <p>Learn – What are natural resources? Watch the video to discover about natural resources.</p> <p>Practise Activity 1 - Are these natural resources agricultural or geological? Drag the pictures of resources under the correct category.</p> <p>Activity 2 What natural resources do you use in your everyday life?</p> <p>Download the activity sheet and complete the table (or draw the table on a piece of paper/book) Write down what types of resources you use in your everyday life. Are they agricultural or geological resources? What do you use the resources for?</p>

